



Communicating My Writing with Others | English Language Arts Strategies for Students with Significant Cognitive Disabilities

What is the video about?

In this self-contained lower elementary classroom, a student uses her communication book to tell an adult about a detailed drawing she has created of a tiger jumping over a ring of fire with her entire family watching. One of the practices to note in the video is that the student has a comprehensive communication system that has been individualized for her. It includes actual pictures of her family, which she uses to describe her illustration. This allows the student to go into greater detail with her explanation. The teacher also encourages her to expand her communication by asking questions. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

What is the primary area of ELA instruction addressed in this video?

Speaking and Listening

What others areas of ELA instruction that are also addressed in this video?

Writing

Does the video include a student who uses AAC?

Yes

Does the video include any examples of an adult modeling the use of AAC?

Yes

Which best describes the context for the instruction?

Self-contained Setting

Iowa Comprehensive Literacy Modules



**The video includes one or more students with significant cognitive disabilities.
What other student characteristics are obvious in the video?**

Communication Impairments

What are the primary Essential Elements that are linked to the video?

- EE.W.1.3 Select an event and use drawing, dictating, or writing to share information about it.
- EE.SL.1.1.a Participate in conversations with adults. Engage in multiple-turn exchanges with supportive adults.
- EE.SL.1.6 With guidance and support, provide more information to clarify ideas, thoughts, and feelings.

What additional Essential Elements can be linked to the video?

EE.W.K.8 With guidance and support from adults, identify information, objects, or events that relate to personal experiences.

What other grade level Essential Elements can this teaching strategy be used?

- EE.W.K.3 With guidance and support, select an event and use drawing, dictating, or writing and share information about it.
- EE.SL.K.1.a Participate in conversations with others. Communicate directly with supportive adults or peers.
- EE.SL.K.6 With guidance and support, communicate thoughts, feelings, and ideas.
- EE.W.2.3 Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.
- EE.SL.2.6 Combine words when communicating to provide clarification.
- EE.SL.3.6 Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.

What Dynamic Learning Maps (DLM) professional development module(s) can be linked to this video to learn more about the instruction?

- Writing: Getting Started with Narrative Writing
- Writing Information and Explanation Texts

Iowa Comprehensive Literacy Modules



What other resources can be linked to the video to learn more about the instruction?

- Website on Emergent Writing: <http://www2.nefec.org/erf/emergentwriting/>
- Students with Significant Disabilities, Including Deaf-Blindness: Getting Started with Emergent Writing <https://www.med.unc.edu/ahs/clds/files/teacher-handouts/Emergent%20Wrtg%20Activities.pdf>
- Adult-Student Emergent Writing Interaction Inventory <https://www.med.unc.edu/ahs/clds/resources/deaf-blind-model-classroom-resources/Emerg%20Wrtg%20Obs%20Inventory.pdf>
- Emergent Writing for Students with Significant Disabilities <http://www.livebinders.com/play/play?id=1111536>